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ABSTRACT

This paper provides a program evaluation of the K-12 social science program in the Des Moines (Iowa) public schools. The program attempts to provide a balance between American and World Studies, History and Current Issues. It emphasizes multicultural and non-sexist learnings and includes the knowledge, skills and attitudes necessary to survive in a rapidly changing and diverse society. A real strength of the program is a variety of interesting and challenging experiential programs which compliment and broaden the curriculum. Sections of the paper include: (1) evaluation abstract; (2) mission; (3) context evaluation; (4) input evaluation; (5) process evaluation; (6) product evaluation; and (7) future planning. Appendices offer overviews of the conflict manager program, the international programs, and the Global Youth Institute summary report. (EH)

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PROGRAM EVALUATION

K-12 SOCIAL SCIENCE

JANUARY, 1997

Carol S. Brown
Social Science Supervisor

SO 028 736

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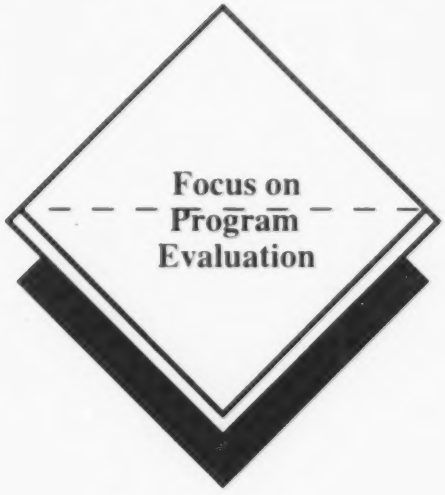

Des Moines Independent Community School District
Division of Teaching and Learning
1800 Grand Avenue
Des Moines, Iowa 50309

K-12 SOCIAL SCIENCE

Evaluation Abstract

CONTEXT EVALUATION

The Social Science program in the Des Moines Public Schools is a traditional, academic instructional program which reflects national standards. The program develops conceptually with the student and is designed to meet the needs of students and society.

The Macmillan elementary program meets state and national guidelines and is the expanding horizon program researched and recommended by the National Council of Social Studies and used by most school districts across the country. This program begins with a study of self in kindergarten and progresses to a study of family, neighborhoods, communities, regions and United States history. This sequence extends into middle school through grades six and seven with World Geography. The unit about Des Moines is taught in grade 3, Iowa Geography in grade 4 and Iowa History in grade 5.

The secondary curriculum also meets state and national guidelines and teaches what has been accepted and recognized as appropriate social studies education for middle and senior high school. This program includes World Geography; local, state and national government; World and American History; Economics; and a variety of electives including African American Studies and International Relations.

The program attempts to provide a balance between American and World Studies, History and Current Issues. It emphasizes multicultural and non-sexist learnings and includes the knowledge, skills and attitudes necessary to survive in a rapidly changing and diverse society. A real strength of the program is a variety of interesting and challenging experiential programs which compliment and broaden the curriculum. A strong elective program provides increased academic opportunities at the high school level.

INPUT EVALUATION

The Social Science instructional program, materials and staff are funded through the appropriate district budget accounts. Some grant money has been obtained for teacher training and curriculum development. A wide variety of community resources are utilized to carry out and enhance the program.

Expenditures for Social Science include salaries and benefits, textbook adoptions, supplemental materials, media, software, the purchase of maps and globes and some technology equipment. Instructional materials expenditures for 1991/92 through 1995/96 totaled $1,078,772.82. Current expenditures for salaries, field trips and supplemental materials for 1996/97 total $4,478,867.85. The Social Science Department does not have a specific budget except the supplemental materials budget. Expenditures are line items under other district accounts.

The department is fortunate to have the cooperation of professional, educational, governmental and business organizations and agencies in the Des Moines community. Resources within the community include guest speakers, Youth in Government Day, tours or visits to other educational or historic facilities. Frequently instructional materials such as maps, video tapes, posters and Iowa History materials are donated to the district.

PROCESS EVALUATION

The responsibility statement of the supervisor for 1994/95 reflects the work and activities of the department. The supervisor, department chairpersons at the secondary level and Curriculum Specialists at the elementary level meet and communicate on a regular basis through meetings and written communication regarding the needs, concerns and opportunities that exist within the department.

Teacher committees are formed to revise curriculum, select new instructional materials, develop objective-based test items, review, develop and recommend new or alternative programs to enhance teaching and learning in Social Science.

Staff development and teacher in-service includes the district's Phase III Effective Teaching courses, workshops provided by the Law Related Education Program at Drake University, the Iowa Geographic Alliance and Heartland Area Education Agency. In-service and staff development provided by the supervisor emphasizes methodology and specific topics such as Iowa History, the Holocaust, Iowa state and local government.

PRODUCT EVALUATION

The department supports and carries out the district's mission by continually working to provide a quality Social Science educational program from which all students are expected to learn. Curriculum development, the selection of instructional materials and teacher training are all designed to support the mission. Continual evaluation of the program and student achievement are used to determine necessary revisions, improvements and training.

The responses to Future Plans identified in the 1993 Report describe the work and accomplishments of the department over the last three years.

On the Social Studies section of the ITBS given in January, 1996, Des Moines students achieved 64 percentile and on the ITED 57 percentile. In May, 1996, in grades 3 and 4, more than 70% of the students scored 70% or better on the district's objective-based tests.

FUTURE PLANS

Needs identified in the Social Science area include time allotment at the elementary level; the development of Curriculum Guides; curriculum integration; use of a wide variety of delivery systems to meet the needs of all students; equipment, instructional material and training in the use of technology; continuation of the supplemental materials budget; and effective staff development and in-service.

1. Continue to analyze all measurements of student performance and achievement to determine even more effective delivery systems, instructional materials, teaching activities and learning experiences to assist all students in increasing their level of achievement, particularly minority students.
2. Continue to negotiate for increased time for Social Science at the elementary level.
3. Support and assist in the appropriate use of technology to improve teaching and learning in the Social Science curriculum K-12.
4. Maintain at whatever level possible the Social Science Supplemental Materials Budget to purchase the instructional materials necessary to keep the curriculum current and assist with materials necessary for integration.
5. Seek funds and opportunities to provide effective Social Science in-service and staff development at all grade levels. A portion of Eisenhower funds now available to Math and Science will become available to other disciplines beginning in the 1997/98 school year.
6. Develop effective Curriculum Guides for grade levels and courses that need focus. Develop and include remediation and enhancement learning activities to improve student achievement. Guides for Grade 4 and Current Issues are planned for the fall of 1997.
7. Support and assist the development of curriculum for multi-age classrooms, integrated units in middle school and interdisciplinary courses in high school.
8. Continue selection and integration of notable children's literature at the elementary level and encourage and support use of appropriate literature in Social Science courses at all grade levels.

A copy of the complete report is available upon request from the Department of School Improvement and Employee Relations, Des Moines Independent Community School District, 1800 Grand Avenue, Des Moines, Iowa 50309-3399. Telephone: 515/242-7836 All evaluation reports are submitted to the Educational Resources Information Center (ERIC) and Educational Research Service (ERS).

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SOCIAL SCIENCE, GRADES K-12

DR. RAYMOND ARMSTRONG
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TEACHING AND LEARNING DIVISION

CAROL S. BROWN
SOCIAL SCIENCE SUPERVISOR

DES MOINES INDEPENDENT COMMUNITY SCHOOL DISTRICT
Des Moines, Iowa 50309-3399

January, 1997

MISSION

District Mission Statement

"The Des Moines Independent Community School District will provide a quality educational program to a diverse community of students where all are expected to learn."

Social Science Philosophy

The Social Science Department is committed to providing a climate for learning that enhances student awareness of self-worth and an appreciation for the dignity and humanness of others.

The Social Science Curriculum provides learning experiences through which students can acquire the basic knowledge and skills to think rationally, solve problems creatively, function constructively in social, economic and political situations, and participate responsibly in the democratic process.

Students are encouraged to develop an appreciation for the past, an understanding of the present and prepare to meet the challenges of a rapidly changing local, national and global society.

CONTEXT EVALUATION

Historical Background

Elementary

The elementary series by Macmillan/McGraw Hill entitled The World Around Us follows the expanding horizon approach used in the district since 1981 which is described in the May, 1990 Social Science Program Evaluation. This program provides a broad scope and sequence at K-2 to accommodate early childhood learners, multi-age classrooms and incorporates early childhood philosophy. This series also includes an anthology which enhances the social studies program through the use of literature. It emphasizes skill development in the areas of higher order thinking, citizenship, geography and study and research skills. The Des Moines Unit (grade 3), Iowa Geography (grade 4) and Iowa History (grade 5) units continue to be integral parts of this curriculum. Curriculum guides developed for these units received high rankings in the Curriculum Management Audit. The History and Architectural Heritage of Des Moines was added to the third grade curriculum in the fall of 1995 and a curriculum guide was developed for Grade 5 for the fall of 1996.

Middle School

Instructional materials for the middle school curriculum were new in the fall of 1994. At that time, the decision was made to purchase classroom and library sets of the World Geography text (grades 6/7) rather than a book per student. This decision allowed the purchase of one teacher work station for each middle school Social Science department. A teacher work station includes one computer with CD-ROM, a scanner, a color printer, television, VCR and laser disk player. This decision was based on the fact that countries of the world and data relative to these countries change so rapidly that texts are outdated before they are printed. The Social Science supplemental materials budget provides the capability to purchase current software to update the curriculum on a yearly basis. Use of the Internet will also provide instant current data and information for this course.

The eighth grade Civics course focuses on state and local government, introductory consumer economics, an understanding of juvenile law and the understanding that an active, participatory electorate is essential for a democratic society.

Appropriate skill acquisition is an integral part of the entire middle school Social Science curriculum. Both courses reflect essential learning objectives cited in National Standards for the areas of Geography and Civics.

High School

The World History curriculum focuses on World History rather than Western Civilization. The course is designed to give students an understanding and appreciation for major events, contributions, religions, significant leaders and customs and problems of all the world's people. Every effort is made to compare and link major events in different cultures of the world during the same time period.

The instructional objectives for American History are both thematic and chronological. The Government objectives emphasize citizen participation and responsibility. The Economics objectives were adopted from the Joint Council on Economic Education.

Instructional objectives for all of these courses are closely aligned with and reflect the National Standards developed as guidelines for each of these areas.

North Central Association evaluators frequently comment on the comprehensiveness of the Social Science curriculum K-12. They particularly note two years of World Geography at middle school and the required-for-graduation World History and Economics at the high school level.

Experiential Programs

Elementary

Reinstatement of the required elementary Social Science field trips in the fall of 1994 again provided the opportunity for elementary students to experience the city in which they live (Des Moines Tour - Grade 3); life as it was in Iowa 50 to 100 years ago (Living History Farms - Grade 4); and the Historical Building and Capitol Building of the state in which they live (Grade 5). Two elementary schools, Phillips and Lucas, provide a two or three-day tour of Iowa. The Des Moines/Kofu student exchange described in the May, 1990 Evaluation Report continues to provide an international living experience for elementary and middle school students.

Middle and High School

The Close Up trip to Washington, DC; the United Nations trip; student workshops sponsored by the Law-Related Education program at Drake University; Youth in Government Day; Mock Trial; Governor's Days; Model U.N.; Polk County Peer Review Court; and Conflict Manager experience all provide excellent "hands-on" learning experiences in the area of social studies.

The Global Youth Institute, implemented in collaboration with the Des Moines Friendship Force in the summer of 1991, brings together Des Moines students and students from Friendship Force clubs around the world. It was formed to create an international community of learners committed to investigating and seeking solutions to problems of global consequence.

Individual buildings provide field trip experiences to the Stock Exchange in Kansas City, the Black History Museum in Omaha and the Hoover Library in West Branch. Lincoln High School provides an international living experience through a student exchange with Nacaulpan, Mexico.

Special Academic Programs/Competitions

Students are encouraged to participate in academic competitions and/or programs related to the social science area.

1. United States Constitution Exam sponsored by the Young Lawyers Association which provides scholarships for the Close Up program in Washington, DC for both the student and the teacher. (Grade 12)

2. National Geography Bee sponsored by National Geographic. (Grades 6 and 7)

3. History Day sponsored by the National Council of Social Studies. (Grades 6-12)

4. Mock Trial Competition - Although frequently an activity of the debate program, social science students who participate experience our legal system and understand both the prosecution and the defense of persons accused of a crime. (Grades 10-12)

5. Model U.N. -- Sponsored by the United Nations Association of Iowa. (Grades 10-12)

6. Youth in Government Day -- Sponsored by Des Moines City and Polk County officials. (Grade 12)

7. Close Up, Washington, DC sponsored by the United States Congress and the Close Up Foundation. (Grades 10-12)

8. Conflict Management/Resolution -- An instructional program which teaches socialization skills and behaviors which enable students to function effectively in today's society. The ability to resolve and manage conflicts is an essential component in the socialization process. Conflict resolution programs provide the necessary learning and practice for students to resolve or manage conflict in a positive way. (Grades K-12)

Special Events

Social Science teachers K-12 take advantage of special events which occur at the local, state and national level to enhance the established curriculum.

Teachers in many elementary buildings gave a tremendous amount of time to planning and holding outstanding celebrations of both the Des Moines and the Iowa Sesquicentennials. This is a direct extension of the Social Science curriculum which significantly contributed to student understanding and appreciation of Des Moines and Iowa's History. Some elementary teachers also spent time on political simulations and held mock elections surrounding the 1996 elections.

Middle and high school teachers have taken advantage of "election mania" to encourage students to work for parties and candidates. Teachers have invited political speakers and held mock political caucuses. The department has participated in the Iowa Student Caucus and held its own mock student election.

All curriculum development and revision, instructional materials selection and program development and implementation both academic and experiential is done by teachers working in committees supported and facilitated by the Social Science Supervisor.

Standards

The National Council of Social Studies (NCSS) has developed a set of national standards for the Social Sciences. These include K-12 Civics, American History, World History, Geography and the Social Studies. The Iowa Department of Education has continued to support local decision making in the use of these standards. Des Moines instructional objectives for these courses reflect and align with the National Standards in these areas.

State standards by grade level, Multicultural Non-Sexist and Global Education standards are contained in the 1990 Social Science report (pages 6-7). These standards are constantly reviewed and incorporated into the district's curriculum and teaching practices.

Board policies relative to Social Science include the Teaching of Controversial Issues (Series 600 Code: 617); Responsible Citizenship (Series: 600 Code: 601); Religion in the Curriculum (Series 600 Code 612). These are listed in the May, 1990 evaluation report (pages 8-12) and in the current Board Policy Manual. An additional Administrative Procedures Series 600 Code 662 Guidelines for Campus Speakers (Appendix B - September, 1993 Report) is also pertinent. Controversial issues are not avoided and every attempt is made by staff to maintain an open and questioning atmosphere.

Social Science Sequence of Courses
(Materials for these courses may be reviewed by contacting the Social Science Supervisor)

Elementary

The Macmillan/McGraw Hill Social Studies Program -- The World Around Us

Grade

K - All Around Me
1 - People and Neighborhoods
2 - Neighborhoods and Communities
3 - Communities Near and Far - Emphasizes the Des Moines Unit
4 - Regions Near and Far - United States Regional Geography with an emphasis on Iowa Geography
5 - United States and Its Neighbors - United States History with a focus on Iowa History

Middle School

Required Courses

Grade

6 - *World Geography Western Hemisphere* - physical geography
7 - *World Geography Eastern Hemisphere* - cultural geography
8 - *American Civics* - Foundation of Government, State and Local Government, Consumer Economics (9 weeks) and Juvenile Law

High School

Courses Required for Graduation (three units of credit)

Grade

9/10 - *World History* - including a unit on the Holocaust
10/11 - *American History* - including a unit on Labor History
12 - *United States Government* (one semester)
Economics (one semester)

Note: *Applied Economics* also fulfills the Economics requirement and is taught in the Business Department.

Elective Courses

Grade

9 - *World Studies* (combined *World History/World Literature*) - Roosevelt (satisfies World History requirement)
11 - *American Studies* (combined *American History/American Literature*) - Roosevelt (satisfies American History requirement)
9-10 - *Humanities* - two-year sequence *World History* including *Advanced Placement European History* second year - Central Academy
11 - *Advanced Placement American History* - Central Campus

12 - *Advanced Placement Comparative Government* (one semester) - Central Campus
12 - *Advanced Placement Macro-Economics* (one semester) - Central Campus, Roosevelt
10-12 - *Law and Issues* - East
10-12 - *Current Issues* (one semester) - Hoover, Lincoln, North, Roosevelt
9-10 - *Street Law* - Hoover, North, East
11-12 - *International Relations* - Lincoln
10-12 - *Psychology* - All high schools (one semester) - Lincoln - two semesters
11-12 - *Advanced Placement Psychology* - Roosevelt and Lincoln
10-12 - *Sociology* - All high schools (one semester), North - two semesters
10-12 - *Anthropology* (one semester) - Roosevelt
10-12 - *African American Studies* - Hoover, North, Roosevelt
12 - *Theory of Knowledge* - one year, Roosevelt

Note: Instructional objectives and/or course outlines for each of these courses are available from the Social Science Supervisor.

Instructional Methods

Social Science teaching strategies, techniques and methods range from traditional lecture/question/answer format to techniques such as simulations, cooperative learning, academic controversy, new-American lecture and the use of technology. As more teachers are exposed and trained in these methods and strategies through staff development and in-service, more use of these strategies is observed in the classroom. Reduced funding for Phase III programs has limited these training opportunities. Designing and delivering instruction to match and challenge different learning styles and multiple intelligences is a focus of the district. Social Science teachers have been encouraged to become trained in these delivery systems.

Some technology is being purchased and used in social studies classrooms and some Social Science teachers are being trained to use this technology. The Social Science supplemental materials budget that was created as a result of needs expressed in the May, 1990 Social Science Evaluation Report has provided and will continue to provide useful and challenging supplemental software and media instructional material.

A notable example of the use of technology is the ICONS program which is a major component of the International Relations Course at Lincoln. The ICONS program gives students the opportunity to solve simulated international problems with teams of students in other high schools via the computer. Kids Network is an elementary Geography program in which students communicate via the computer with students in other states. Kids Network has a strong geography emphasis. The district has been recognized for offering this program.

Needs

Elementary

As reported in the May, 1990 Social Science report, the greatest need at the elementary level is lack of sufficient time to teach a comprehensive program. The current time allotment dictates the delivery of a limited social studies curriculum.

Funds to support teacher time for developing user friendly, effective curriculum guides for the K-4 Social Science program is an essential need expressed by teachers throughout the district as is the integration of appropriate children's literature.

Middle and High School

The May, 1990 report listed supplemental materials as the #1 need at all grade levels. This need was met through an allocation from the instructional levy. This has made it possible to update and expand the Social Science collection of instructional and research materials including appropriate software, media and print materials. Teachers cite this as a continuing need because of our rapidly changing society, the pace at which national and international events take place and the need to provide a wide spectrum of opinions and viewpoints. Additional technology to provide a work station for every teacher and teacher training to use this equipment is now the #1 need.

High School

The two previous reports cited coverage and varied delivery systems as the two greatest challenges at the high school level. Curriculum revision in World History, American History, Government and Economics addressed the issue of coverage. In each instance, every effort was made to consolidate the objectives for each course without sacrificing the integrity of that course. Every effort was also made to reflect and incorporate the major concepts, content and skills addressed in National Standards for these areas.

However, funds to support staff development courses and workshop opportunities for teachers to learn and practice new and varied delivery systems in the social science area were not available. This remains a critical need expressed by teachers district wide.

The availability of appropriate technology and staff training to use it is crucial. Information and software programs and use of the Internet will update and energize the high school social science curriculum and allow teachers to teach and students to learn in new and challenging ways.

INPUT EVALUATION

Budget and Sources of Revenue

Social science teacher salaries, textbooks, staff development, curriculum revision and development, including evaluation, are all paid for through appropriate Des Moines Public Schools budget accounts. Funds are allocated to the department as line items from other budget accounts such as the Instructional Support Programs budget or Instructional Materials budget. Major expenditures of this department include teacher salaries and instructional materials purchases. These are shown on Pages 9-13.

The Social Science supplemental materials budget has enabled the department to update and support the curriculum through the purchase and use of current quality, challenging teacher and student instructional material including print, media and software.

Time Allotment

The table below indicates the number of minutes per week elementary students are engaged in Social Science as compared to the other subject areas. Please note the allotment indicated for Social Science is divided between Science and Social Science. Broken down into minutes per day, the actual time for Social Science is 10 minutes per day for Kindergarten, 17 minutes per day for Grades 1-3 and 25 minutes per day for Grades 4-5. This is not sufficient. Students need to be engaged for 20-30 minutes (Grades 1-3) to 45 minutes (Grades 4-5) every day of the school year if they are to gain the necessary knowledge and skills to master the basic Social Science curriculum for that grade level.

GUIDELINES FOR WEEKLY TIME ALLOTMENTS
Grades K-6

	Kdg.	Gr.1	Gr.2	Gr.3	Gr.4	Gr.5	Gr.6
Homeroom -- Planning	50	50	50	50	50	50	50
Recess (2 ten minute periods)		100	100	100			
Reading (literature and skills/use of library)	150	700	600	575	350	350	350
Language Arts	100	175	250	250	250	250	250
Social Studies/Science	100	175	175	175	250	250	250
Arithmetic	100	125	150	175	250	250	250
Health		25	25	25	70	70	70
Physical Education or Free Play (Kdg.); P.E. (Gr.1-6)	100	100	100	100	180	180	180
Fine Arts (Art & Music)	100	200	200	200	250	250	250
Worktime Choice, Rest or Relaxation, Clean Up, Evaluation	150						
TOTAL	850	1650	1650	1650	1650	1650	1650

Social Science time in middle school is one class period per day. The length of the class period at this level varies from 42 minutes to 55 minutes depending upon the individual building schedule, approximately 210 to 275 minutes per week.

High school students normally attend social science courses one period per day. Some students may be enrolled in two social science classes, one required and one elective. The length of the class period varies from 50 to 55 minutes per day or 250 to 275 minutes per week. The one exception is the Theory of Knowledge course at Roosevelt which meets three periods per week.

Encroachments on the allocated instructional time at the middle and high school level need to be constantly reviewed to ensure these are kept to a minimum and have educational value. Several days of lost instructional time can seriously impact student progress and achievement.

Equipment

Maps and globes are necessary equipment in most social science classrooms. These materials are updated each time a new textbook adoption occurs and are purchased from centralized funds. Each textbook adoption committee evaluates all available equipment and develops an approved list from which buildings may select. Maps need to be updated between textbook adoptions.

Individual buildings, primarily middle and high schools, have begun to purchase necessary equipment for using software and media instructional material and training social science teachers to use it. This equipment includes computers with CD-ROM, printers, CD players, laser disk players, LCD panels and scanners. Funds for the acquisition of this equipment have come from centralized funds allocated to technology and from individual building funds. However, there are social science classrooms that still do not have VCR players and television monitors. This is particularly true at the high school and elementary school level.

Community Resources

The laboratory for teaching social science is the community. Social science teachers at all grade levels utilize a wide variety of community resources which directly relate to the curriculum. Examples include guest speakers on appropriate curriculum-related topics, visitations to historic places, and special events which occur in the community such as Des Moines' Sesquicentennial and the Iowa Sesquicentennial.

Community educational, business and professional organizations contribute a variety of learning experiences such as: Junior Achievement provides Business Basics, Project Business, and Applied Economics; the city and county governments provide Youth in Government Day; and the Law-Related Education Center at Drake provides valuable teacher in-service in the area of Civic Education. Various professional, educational and community groups also frequently supply or give instructional materials to the schools such as a video tape per building on Des Moines' history from the Sesquicentennial Commission, student copies of special editions from The Communicator, "Citizen's Guide to the Iowa Courts" from the Iowa Supreme Court, individual copies of the U.S. Constitution from the Boy Scouts, the Architectural Heritage Notebook from the Architects in Education Association and the Election Notebook from the Des Moines Register. The department also frequently receives surplus maps and copies of other publications about Des Moines. The Sesquicentennial Commission provided each building with a copy of Prairie Voices, a notebook of Iowa History teaching materials and posters.

Social Science Staff Expenditures -- 1996/97

Grade Level	# Classroom Teachers/ Homerooms	% of Instructional Time Devoted to Soc.Sc.	Cost Per Teacher (based on avg. salary and time allotment for Social Science	Total Cost
Elementary				
K	62.5	4.7	$1,293	$80,813
1	117.0	4.0	1,101	128,817
2	106.5	3.7	1,018	108,417
3	97.5	5.1	1,403	136,793
4	86.5	5.1	1,403	121,360
5	77.5	5.1	1,403	108,733
K-2 Multi-Age	20.0	4.0	1,101	22,020
3-5 Multi-Age	31.0	5.1	1,403	43,493
TOTAL	**598.5**			**$750,446**
Middle School				
6-8	39.6		$36,343	$1,439,183
High School				
9-12	60.2		$36,343	$2,187,849
TOTAL				**$3,627,032**
Soc.Sc.Dept.				
Supervisor				$59,271
Secretary(pt.time)				9,100
TOTAL				**$68,371**
GRAND TOTAL SALARIES				**$4,445,849**

Social Science Textbook Expenditures -- 1991/92 through 1995/96
(costs listed are for date of purchase)

Grade	Title/ Copyright Date	New Adoption	Cost
Elementary			
K	All Around Me, 1991	2000	$29,391.00
1	People and Neighborhoods, 1991	2000	71,117.34
2	Neighborhoods and Communities, 1991	2000	73,571.16
3	Communities Near and Far, 1993	2000	58,821.12
4	Regions Near and Far, 1991	2000	66,311.16
5	United States and Its Neighbors, 1991	2000	79,845.48
GRAND TOTAL ELEMENTARY			**$379,057.26**

Grade	Title/ Copyright Date	New Adoption	Cost
Middle School			
6/7	World Geography, 1995	2002	$85,077.00
	Technology		
	10 teaching stations		$91,040.00
	Software		9,155.42
8	Civics, 1993	2002	84,534.30
GRAND TOTAL MIDDLE SCHOOL			**$269,806.72**
REQUIRED COURSES			
High School			
9/10 *World History*	Exploring World History, 1990	2001	$22,913.25
	History and Life, 1993	2001	2,126.45
	Perspectives on Past, 1994	2001	94,462.50
TOTAL			**$119,502.20**
10/11 *American History*	Enduring Visions, 1990	1999	$5,544.00
	Retracing the Past, Vol. 1 & 2, 1989	1999	1,342.25
	American Adventures, 1991	1999	826.00
	History of United States, (Di Bacco) 1991	1999	6,044.22
	Eyewitness, Vol. 1 & 2, 1991	1999	21,420.00
	History of the United States, (Boorsten) 1992	1999	75,150.36
TOTAL			**$104,782.83**
12 *Government*	Magruder's American Government, 1992	2000	$38,259.75
	Turner: American Government, 1991	2000	13,852.14
	Johnson: American Government, 1990	2000	10,953.54
TOTAL			**$63,065.43**
12 *Economics*	Economics: Today and Tomorrow, 1991	2000	$25,472.16
	Economics, 1991	2000	9,322.00
	Consumer Economics, 1990	2000	4,621.50
TOTAL			**$39,415.66**
GRAND TOTAL REQUIRED COURSES			**$326,766.12**

Grade	Title/ Copyright Date	New Adoption	Cost
ELECTIVES			
10-12 *Anthropology*	Anthropology, 1994	2003	$2,660.00
	Field Guide Early Man		1,038.00
	Supplemental Materials: Artifacts		1,591.45
10-12 *Current Issues*	Annual Instructional Materials		$3,741.75
	Des Moines Register		
	Current Issues		
	Newsweek		
	Great Decisions		
	(Supp. materials budg. supports the curr. on annual basis)		
10-12 *International Relations*	International Conflict and Cooperation, 1995	2003	$3,600.00
10-12 *Psychology*	Psychology and You, 1995	2004	$19,980.00
10-12 *AP Psychology*	Psychology, 1994	2004	$6,520.50
10-12 *Sociology*	Sociology: The Study of Human Relationships, 1995	2004	$21,375.00
12 *AP Comparative Government*	The Comparative Study of Politics, 1989	1998	$442.00
	Comparative Politics, 1989	1998	161.50
12 *AP Economics*	Economics, 1988	2000	$1,716.00
	Macroeconomics, 1988	2000	517.40
10-12 *African American Studies*	African American Literature, 1992	2003	$7,385.76
	African Experience, 1992	2003	4,428.90
	African American History, 1990	2003	3,225.75
	Supplemental Materials -- Fall, 1996		9,354.50
10 *Law and Issues*	Street Law, 1994	2003	$10,099.20
	World War I, 1985	2003	1,392.00
	World War II, 1985	2003	1,392.00
	Women Leaders, 1986	2003	1,525.16
	Feminism, 1995	2003	447.75
	Religion in Human Culture, 1978	2003	548.10
GRAND TOTAL ELECTIVES			**$103,142.72**
GRAND TOTAL HIGH SCHOOL			**$429,908.84**

SUMMARY OF TEXTBOOK EXPENDITURES 1991/92 through 1995/96

Elementary	$379,057.26
Middle School	269,806.72
High School - Required	326,766.12
High School - Electives	103,142.72
TOTAL	$1,078,772.82

SUMMARY OF EXPENDITURES TO DATE 1996/97

Salaries	$4,445,849.00
Supplemental Materials	16,768.85
Field Trips	16,250.00
Phase III Grant for Staff Development	4,082.40
TOTAL	$4,482,950.25

PROCESS EVALUATION

Communication Network

In order to accomplish the work of the department, the Social Science Supervisor regularly attends meetings scheduled by other members of the Teaching and Learning Division and other district administrators in order to remain informed of district initiatives, expectations, concerns, and procedures and to communicate how these impact the work of the department.

The Social Science Supervisor meets and communicates regularly with department chairpersons at the middle and high school levels, the Elementary Curriculum Committee and Elementary Social Science Specialists to discuss problems, concerns, new materials and information, share ideas, and make decisions concerning social science education in Des Moines. Department meetings are held at the building level to discuss common problems, review objectives, analyze objective-based test scores and make decisions relative to the elective program in that particular building. The Supervisor attends some of these meetings.

Responsibility Statement - Supervisor

Current goals, objectives, projects and programs of the department are included in the annual Responsibility Statement of the supervisor.

1994/95 Responsibility Statement

The responsibility of the Social Science Supervisor is to:

1) Assist the staff of the Des Moines Public Schools in delivering a worthwhile, challenging Social Science education program to all students in kindergarten through Grade 12.

2) Encourage and assist staff in designing and implementing innovative, effective delivery systems and making necessary curriculum revisions, K-12.

3) Monitor and evaluate the success and effectiveness of the current Social Science programs at all grade levels.

4) Assist staff in developing and implementing new methods of evaluating student progress.

5) Complete implementation and maintain and enhance the district's Conflict Resolution programs.

Organizational Tasks:

A Elementary

1. Monitor, strengthen and evaluate the K-5 Social Science curriculum. Provide appropriate staff development and in-service.

2. Pilot objective-based tests for grades 3-5. Analyze results.

3. Develop and evaluate programs designed to improve reading in the content area. Integrate appropriate literature.

4. Assist development and implementation of Early Childhood integrated curriculum.

5. Revise Des Moines Unit for Grade 3.

B. Middle School
   1. Assist staff in designing and implementing interdisciplinary teaching and learning units and programs.

   2. Provide appropriate in-service and staff development for implementing the new Grade 6-7-8 curriculum.

   3. Provide staff training for use of new technology for Grades 6/7.

C. High School
   1. Continue to monitor the new World History curriculum at Grades 9-10.

   2. Pilot and analyze criterion-referenced tests for World History and American History.

   3. Provide appropriate in-service and staff development.

   4. Revise curriculum and select new instructional materials for high school elective program.

Organizational Relationships:
The Social Science Supervisor reports to the Associate Superintendent for Teaching and Learning and receives guidance from the Executive Directors of Elementary/Early Childhood Programs and Middle and High School Programs. In addition, the Social Science Supervisor assists and supports the work of principals and curriculum specialists at the building level and the various district and community committees to which she is assigned.

Personnel Resources:

Category		Current 1993/94	Projected 1994/95
Social Science Supervisor	1.0	$51,294	$53,859
Secretary	.5	7,644	8,099
Totals:	1.5	$58,938	$61,958

Objectives:

Weight (%)	
40%	1. Assist the staff in delivering a worthwhile, challenging Social Science program to all students K-12 including appropriate in-service.
15%	2. Monitor and evaluate the effectiveness and success of the current Social Science programs K-12 including the piloting and analysis of criterion-referenced tests Grades 3-12.
20%	3. Monitor the implementation of new instructional materials and technology and develop criterion-referenced tests for Grades 6-8.
10%	4. Revise curriculum and select new instructional materials for high school Social Science elective program including a possible new interdisciplinary course for Grade 9.
5%	5. Complete implementation and maintain and enhance the district's Conflict Resolution program including evaluation.

5% 6. Implement the Global Youth Institute, Summer 1995.

5% 7. Work with various community organizations which provide learning experiences beyond the classroom and enhance learning in the Social Science program.

NOTE: As cited in the Supervisor Responsibility Statements, the Supervisor also coordinates the district's Conflict Manager Program and International Education Programs; namely the Kofu, Japan and Nacaulpan, Mexico student and teacher exchanges and plans and facilitates the Global Youth Institute. Information about these programs can be found in the Appendices. Responsibility Statements for previous years can be obtained from the supervisor.

In-Service/Staff Development Relative to Social Science

Des Moines Social Science teachers have participated in the Geography Workshop (two weeks) sponsored by the Iowa Geographic Alliance; the Global Studies Workshop sponsored by the University of Iowa (one week); one-day teacher workshops sponsored by the Law-Related Education Department at Drake University; Civics workshops at Purdue University and workshops on teaching about the Holocaust. These workshops provide teachers updated background information, new teaching strategies and lesson plans. Fall Conference and March In-Service also provide social science in-service. These have included workshops in geography by the Iowa Geographic Alliance; workshops on specific countries and cultures; in-service on new text adoptions by the authors who wrote them, new teaching strategies, reports on National Standards and new project ideas. All of these opportunities are voluntary. Participation is limited due to availability of substitutes and funds. More staff development and in-service needs to be more readily available and some need to be required.

The generic teaching skills and strategies courses offered through Phase III such as HOTS (Higher Order Thinking Skills), GESA, Cooperative Learning, Learning Styles, COPE, CARE, Student Achievement, Celebrating Diversity and Cultural Heritage all impact the improvement/enhancement of teaching and learning in all disciplines as well as the Social Sciences. The single most observed effect of these courses is the wide-spread use of cooperative learning which is extremely appropriate in the Social Science classroom. Additional courses on how to apply these skills and strategies in Social Science need to become available.

Phase III Grants have provided funds for Social Science teachers to tutor each other in use of technology hardware and software, review and update state and local government materials and revise the Current Issues course.

Professional Meetings

The Iowa and National Councils of Social Studies hold state, regional and national annual conferences which provide sessions on all aspects of teaching social science including current trends, new content, new strategies, new instructional materials and programs, and an opportunity to learn from and exchange ideas with social science teachers from Iowa and the United States. Approximately 15 members of the teaching staff regularly attend the Iowa conference; five to seven the regional; and three to five the national conference. Des Moines teachers also attend the National Geography conference. Several Des Moines teachers are members of the Iowa Global Education Association and participate in conferences provided by this organization. Heartland Area Education Agency sponsors a one-day Social Science Conference. Lack of substitutes and funds to cover expenses limits participation in these professional development opportunities.

Influences of Technology

Use of technology has impacted a number of Social Science programs, some of which have been cited in this report.

1. Grade 6/7 World Geography -- One teacher work station in each middle school has allowed the teacher to use a variety of CD-ROM and laser disk programs which teach about the culture, lifestyle and special issues of other countries. Harding and Meredith Middle Schools communicate regularly with middle schools in Japan via E-Mail, a program through Heartland AEA.

2. Technology is essential to the International Relations course at Lincoln because it allows students to participate in the ICONS program.

3. Elementary schools who have the necessary equipment participate in Kids Net (Wright), a Current Event program for intermediate students (Greenwood) and use software appropriate for the curriculum.

4. Students create media reports on different regions of the United States (Wright) and countries or origin of new immigrants to the school (Moore).

5. Students at Central Academy use a variety of software programs for research.

PRODUCT EVALUATION

The Social Science Department is committed to providing a quality social science program which meets the needs of students and society and encourages students to develop to their greatest potential. The process of continuous evaluation, responsible revision of the curriculum, the careful selection of new instructional materials and quality supplemental materials, the addition of challenging elective courses and programs and staff development and in-service opportunities all collaborate to ensure a quality social science program in Des Moines.

The department's greatest strength lies in the knowledge and experience level, creativity and expertise of the staff and their ability to challenge and facilitate the academic progress of a diverse group of students. These strengths are also utilized in the department by asking staff to revise curriculum, develop new curriculum, select new materials, develop objective-based tests, and provide staff development and in-service opportunities for their colleagues. Frequent collaboration and cooperation with agencies and organizations within the Des Moines community is another outstanding strength.

Test Results

Standardized tests are used to measure the achievement of Des Moines students as compared to students nationwide. How well students are learning to think is measured primarily by the ITED (Grade 10). Student achievement in the basic skills of social science, particularly map globe chart and graph skills is measured by the ITBS in Grades 3, 5, 6 and 7.

ITBS

Social Science skills are tested on the Sources of Information section of the ITBS test. Skills tested include map, globe, chart, graph, table and library skills. The ITBS is administered to all students during the regular school day.

Table 1 (below) shows a steady growth rate of two percentile points on the ITBS for the same students tested in Grade 3 in 1994-95 and Grade 4 in 1995-96.

Table 1: Elementary School ITBS Subtest Score Comparisons: Cohort Trend Percentile Ranks
National Student Norms

	Grade 3 1994-95	Grade 4 1995-96	
Vocabulary	51	53	
Reading Comprehension	59	60	
Reading Total	55	58	
Spelling	52	50	
Capitalization	57	66	
Punctuation	60	65	
Usage	59	61	
Language Total	57	60	
Math Concepts	57	61	
Math Problem Solving	62	62	
Math Total	60	62	
Core Total	57	58	
--> MAPS & DIAGRAMS	**62**	**64**	**<--**
Reference Materials	60	60	
Sources of Information Total	62	60	

Because a 50% percentile rank is the national mean, these results indicate that Des Moines students are performing 14 percentile points above the national average in Maps and Diagrams.

ITBS scores for Grades 6/7 (Table 2 below) are not as favorable, but still rank above the national average. An analysis of the difference in the degree of difficulty between Level 12 (Grade 6) and Level 13 (Grade 7) shows that Level 13 measures a more sophisticated and difficult skill level than Level 12. Grade 7 teachers have been made aware of this and will provide more explanation and practice of these particular skills.

Table 2: Middle School ITBS Subtest Score Comparisons:
Cohort Trend Percentile Ranks
National Student Norms

	Grade 6 1994-95	Grade 7 1995-96	
Vocabulary	48	50	
Reading Comprehension	54	56	
Reading Total	52	54	
Spelling	50	51	
Capitalization	56	60	
Punctuation	55	59	
Usage	53	55	
Language Total	53	57	
Math Concepts	53	55	
Math Problem Solving	54	59	
Math Total	54	58	
Core Total	53	56	
--> **MAPS & DIAGRAMS**	**61**	**58**	<--
Reference Materials	56	55	
Sources of Information Total	59	57	

ITED

Average percentile scores for the ITED test (Table 3 below) remained constant in 1993-94 and 1994-95. A 3 percentile drop did occur between 1994-95 and 1995-96. The 68 percentile score is still well above the national average. High School Social Science teachers are aware that the Social Science portion of this test primarily measures progress and mastery of higher-order thinking skills and provide instruction and practice in these essential skills. This is a voluntary test administered on Saturday.

Table 3: ITED Mean Percentile Scores by Subtest
National Student Norms

Subtest	Average Percentile Score			
	1993-94	1994-95	1995-96	
Vocabulary	67	67	64	
Content area Reading	65	75	67	
Reading Total	67	70	68	
Expression	65	68	64	
Quantitative Thinking	69	72	67	
Core Total	69	73	68	
Literary Materials	66	66	66	
--> **SOCIAL STUDIES**	**71**	**71**	**68**	<--
Science	72	75	72	
Sources of Information	70	69	64	
Composite	71	72	68	

Objective-Based Tests

Objective-based tests are developed after a particular curriculum has been developed or revised and new instructional materials purchased. The first test administered is considered a "pilot test." Data from the results of this pilot is carefully scrutinized to analyze if test items are clear, accurate and actually measure student achievement on the material that is taught. The pilot test is then revised accordingly. Pilot tests are identified by a "P" and the finalized test by an "N" on the following tables reporting test results.

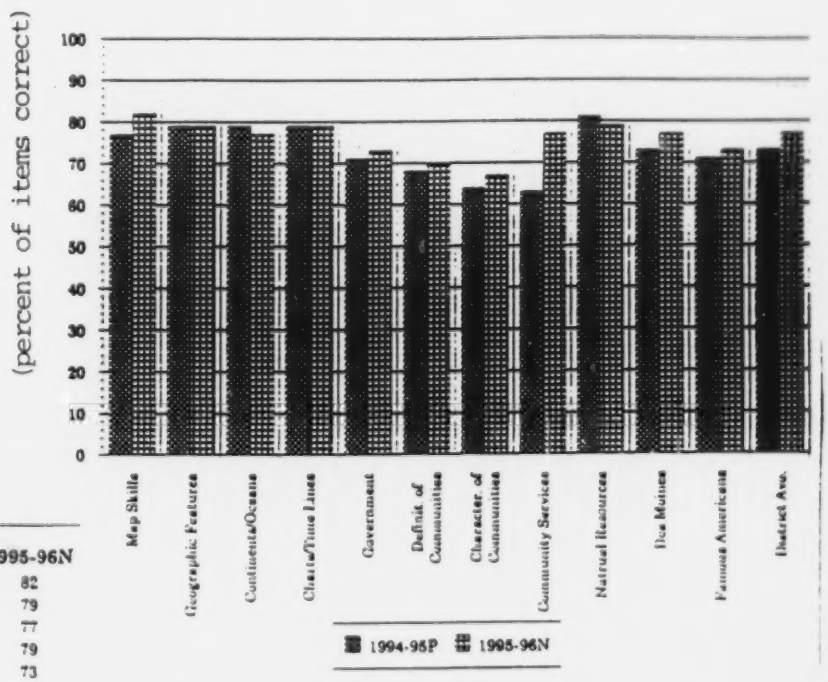
Elementary -- Grades 3-4-5

Objective-based tests are designed to measure how well students are mastering objectives selected for the taught Des Moines curriculum. Objectives are selected and test items are developed by teacher committees at each grade level. There are usually several test items to measure knowledge and understanding of each objective. The revised Social Science objective-based tests for Grades 3-4-5 were piloted in May, 1995 and finalized in May, 1996.

As shown on Tables 4 and 5 (below and on the following page), students in Grades 3 and 4 scored extremely well. Students in Grade 3 established a district average of 77. In addition, 71.8% of the students scored 70% or better on this test. This slightly exceeds the district goal of "70% or more of students will achieve 70% or better on the district's objective-based tests."

TABLE 4

GRADE 3 SOCIAL STUDIES



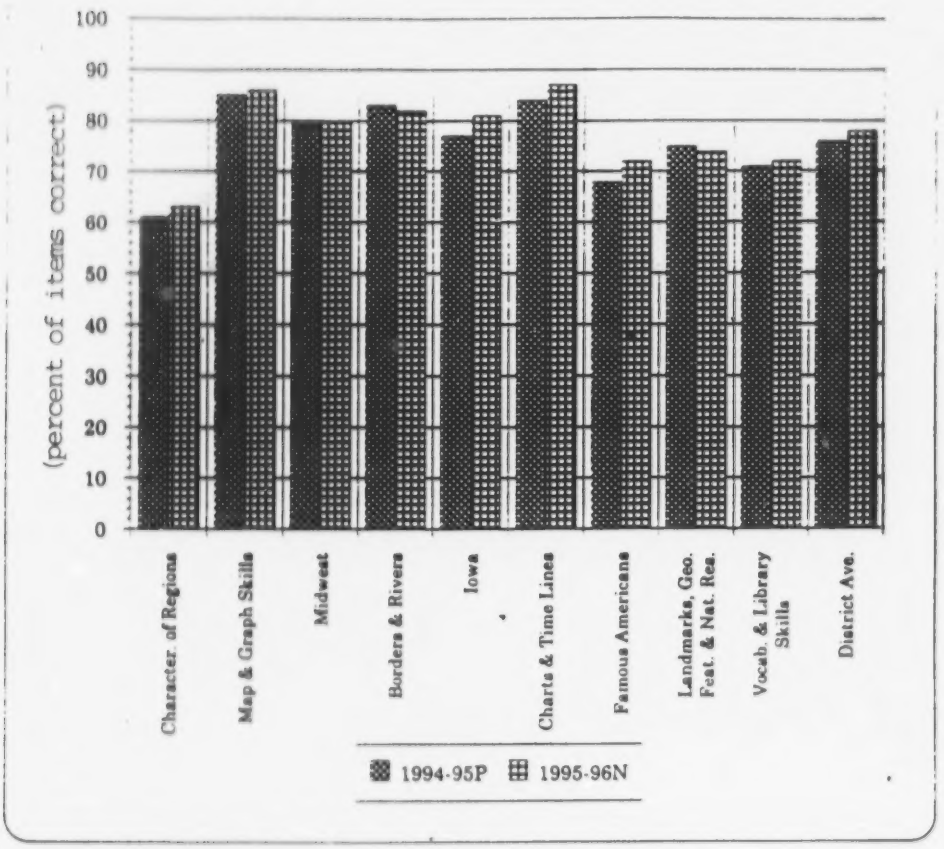
Strand	1994-95P	1995-96N
Map Skills	77	82
Geographic Features	79	79
Continents/Oceans	79	77
Charts/Time Lines	79	79
Government	71	73
Definit. of Communities	68	70
Character. of Communities	64	67
Community Services	63	77
Natrual Resources	81	79
Des Moines	73	77
Famous Americans	71	73
District Ave.	73	77

1994-95P: The test was piloted during the [illegible] school year (interpret with caution)
1995-96N: The test was finalized and administered during the 1995-96 school year

Test results for Grade 4 were even higher. Grade 4 students established a district-wide average of 78%. 76% of the students who took the test scored 70% or better.

TABLE 5

GRADE 4 SOCIAL STUDIES



Strand	1994-95P	1995-96N
Character. of Regions	61	63
Map & Graph Skills	85	86
Midwest	80	80
Borders & Rivers	83	82
Iowa	77	81
Charts & Time Lines	84	87
Famous Americans	68	72
Landmarks, Geo. Feat. & Nat. Res.	75	74
Vocab. & Library Skills	71	72
District Ave.	76	78

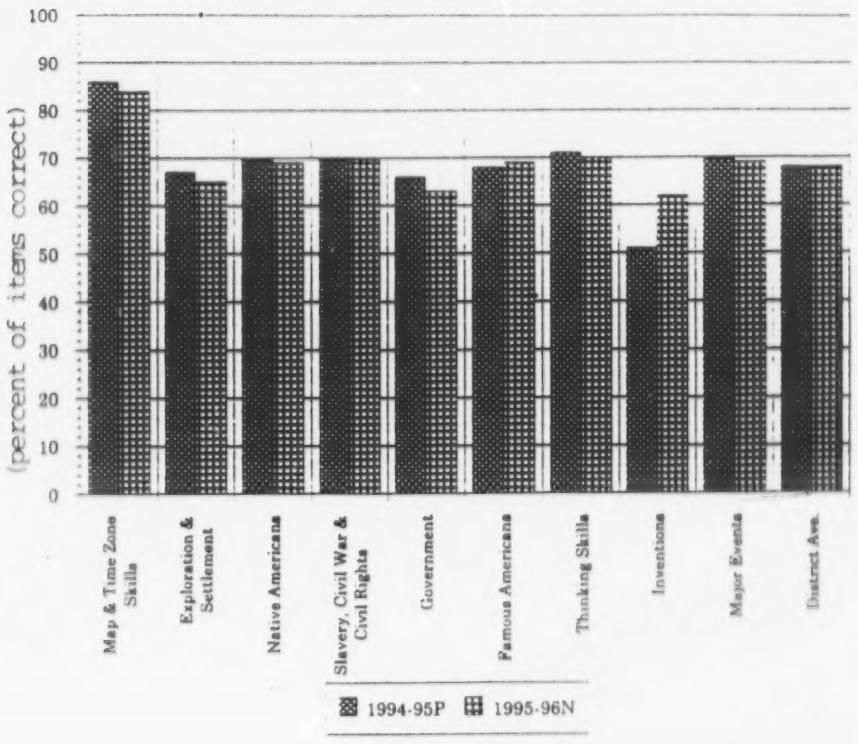
1994-95P: The test was piloted during the 1994-95 school year (interpret with caution).

1995-96N: The test was finalized and administered during the 1995-96 school year.

Test results for Grade 5 (Table 6 below) were not as favorable. Grade 5 students did establish 68% as the district-wide average. Only 52.1% of students who took the test scored 70% or better. In analyzing these results, teachers concluded that the Grade 5 curriculum is too comprehensive and too difficult for the time allotment provided. In response to this need, a teacher committee worked during the summer of 1996 to develop a Grade 5 Curriculum Guide which focused on the specific objectives for the course and suggested activities and instructional materials to teach these objectives to a "diverse community of learners." This guide was well received by teachers at Fall In-Service. Test results from May, 1997 will show how effective this Guide was in responding to this concern.

TABLE 6

GRADE 5 SOCIAL STUDIES



Strand	1994-95P	1995-96N
Map & Time Zone Skills	86	84
Exploration & Settlement	67	65
Native Americans	70	69
Slavery, Civil War & Civil Rights	70	70
Government	66	63
Famous Americans	68	69
Thinking Skills	71	70
Inventions	51	62
Major Events	70	69
District Ave.	68	68

1994-95P: The test was piloted during the 1994-95 school year (interpret with caution).
1995-96N: The test was finalized and administered during the 1994-95 school year.

Middle School

New instructional materials were purchased for the middle school Social Science program for the Fall of 1994. Test development did not begin until the Fall of 1995. Objective-based tests for Grade 6/7 World Geography and Grade 8 Civics will be piloted in Spring, 1997.

High School

At the present time, student achievement is measured by objective-based tests in required courses only. Student achievement in the elective courses is measured by individual teacher-made tests and grades achieved on various projects and activities.

World History

The Semester I World History test was piloted in 1994-95, revised and piloted again in 1995-96. This test was finalized for January, 1997. The Semester II World History test was finalized in May, 1996. Results of these tests have established a new district-wide average from which to measure growth and achievement.

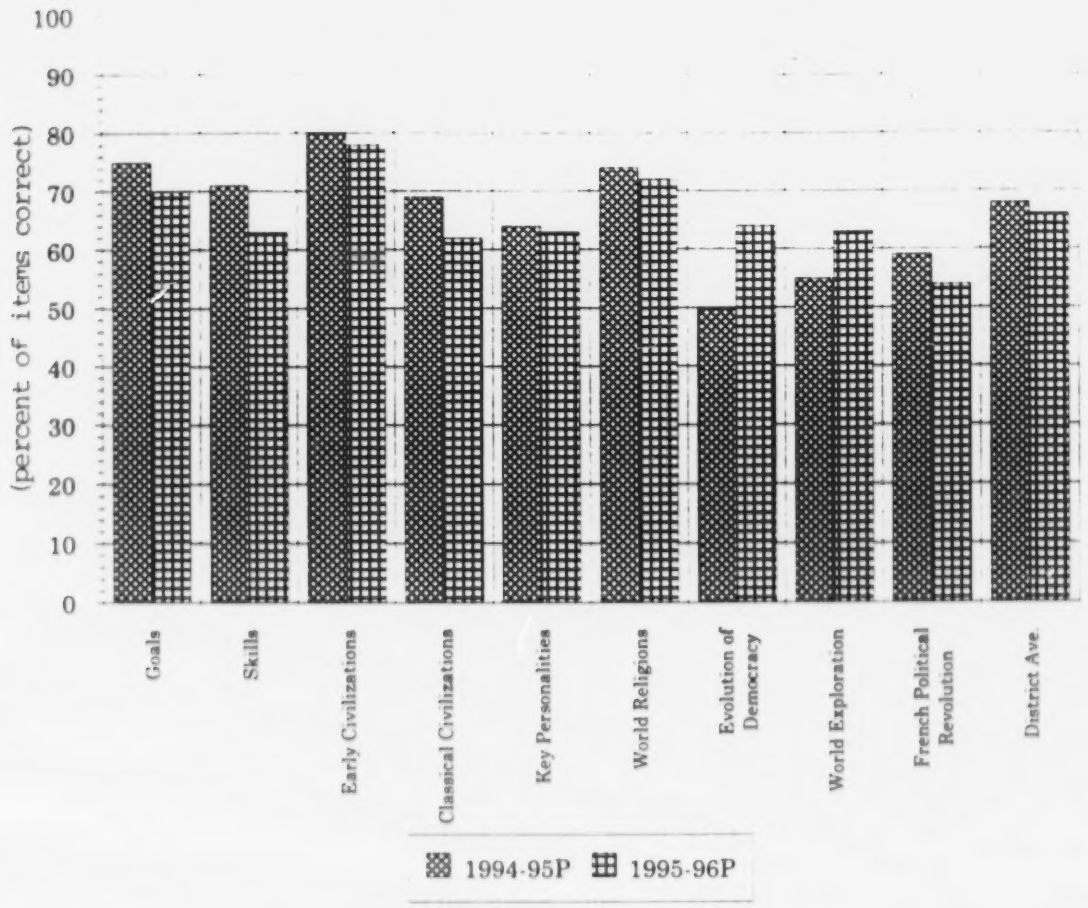
American History

The Semester I American History test was piloted in January, 1996 and finalized for testing in January, 1997. The Semester II American History test was finalized for May '96. Test results show a district-wide average of 71%. Only 59.1% of students taking the test achieved the goal of 70%. The department needs to continue experimenting with a variety of strategies and delivery systems to increase the number of students who are able to achieve 70% on these tests. This should also positively impact achievement levels for minority students.

Tables showing data for World History and American History are on the next four pages.

TABLE 7

WORLD HISTORY SEMESTER 1

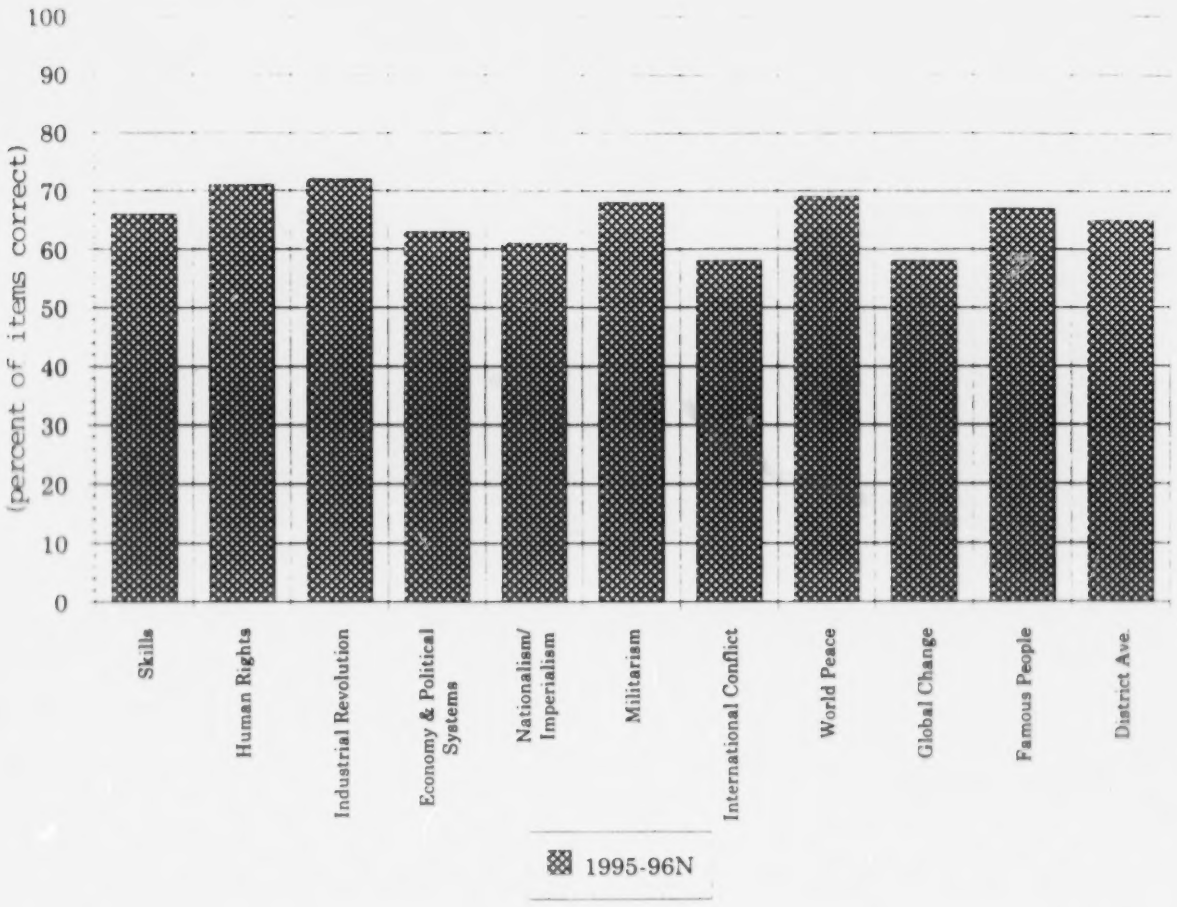


Strand	1994-95P	1995-96P
Goals	75	70
Skills	71	63
Early Civilizations	80	78
Classical Civilizations	69	62
Key Personalities	64	63
World Religions	74	72
Evolution of Democracy	50	64
World Exploration	55	63
French Political Revolution	59	54
District Ave.	**68**	**66**

1994-95P and 1995-96P. The test was piloted during the 1994-95 and 1995-96 school years (interpret with caution)

TABLE 8

WORLD HISTORY SEMESTER 2

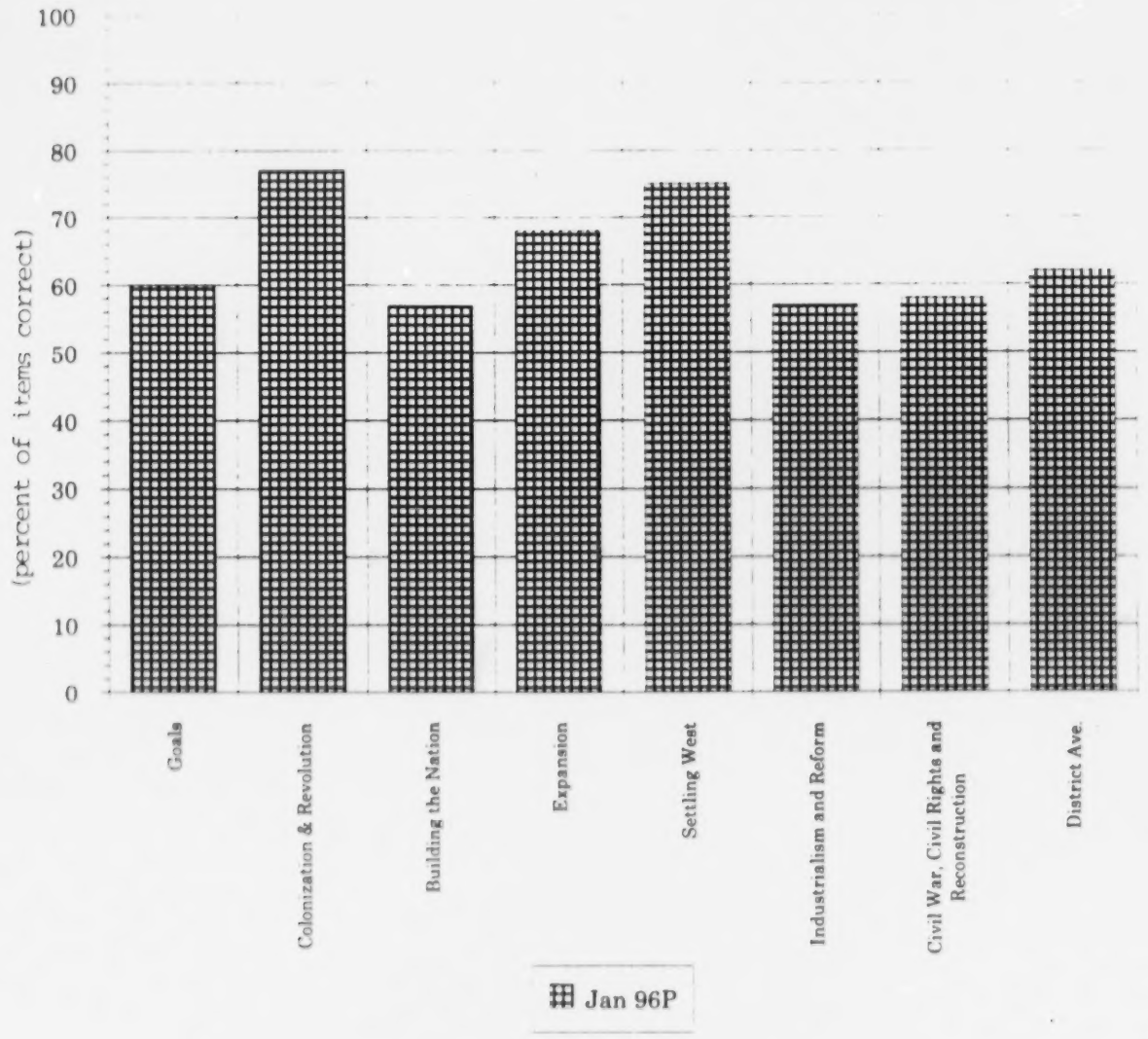


Strand	1995-96N
Skills	66
Human Rights	71
Industrial Revolution	72
Economy & Political Systems	63
Nationalism/ Imperialism	61
Militarism	68
International Conflict	58
World Peace	69
Global Change	58
Famous People	67
District Ave.	**65**

1995-96N: The test was finalized and administered during the 1995-96 school year.

TABLE 9

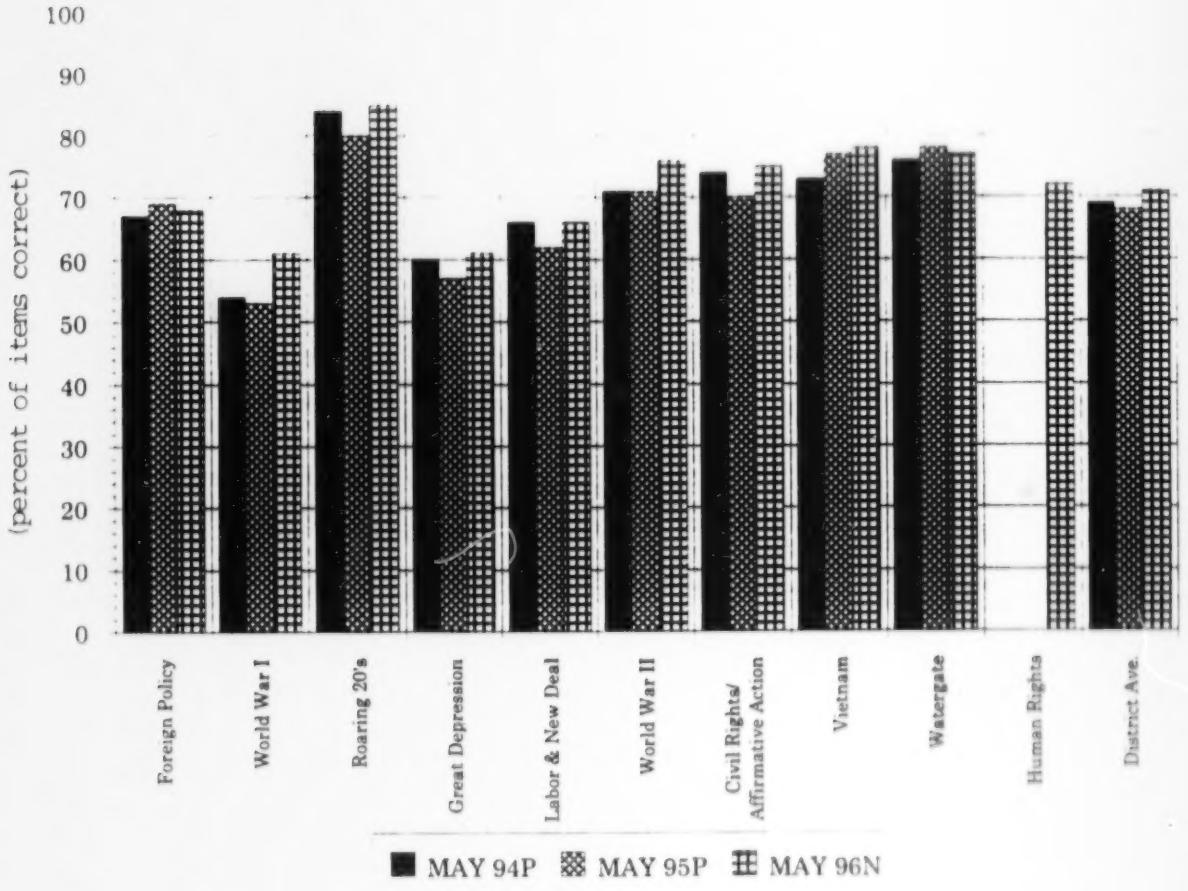
AMERICAN HISTORY SEMESTER 1



Strand	Jan 96P
Goals	60
Colonization & Revolution	77
Building the Nation	57
Expansion	68
Settling West	75
Industrialism and Reform	57
Civil War, Civil Rights and Reconstruction	58
District Ave.	**62**

Jan 96P The test was piloted during January 1996 (interpret with caution)

AMERICAN HISTORY SEMESTER 2



Strand	MAY 94P	MAY 95P	MAY 96N
Foreign Policy	67	69	68
World War I	54	53	61
Roaring 20's	84	80	85
Great Depression	60	57	61
Labor & New Deal	66	62	66
World War II	71	71	76
Civil Rights/ Affirmative Action	74	70	75
Vietnam	73	77	78
Watergate	76	78	77
Human Rights			72
District Ave.	**69**	**68**	**71**

MAY 94P and MAY 95P: The test was piloted in May 1994 and May 1995 (interpret with caution).

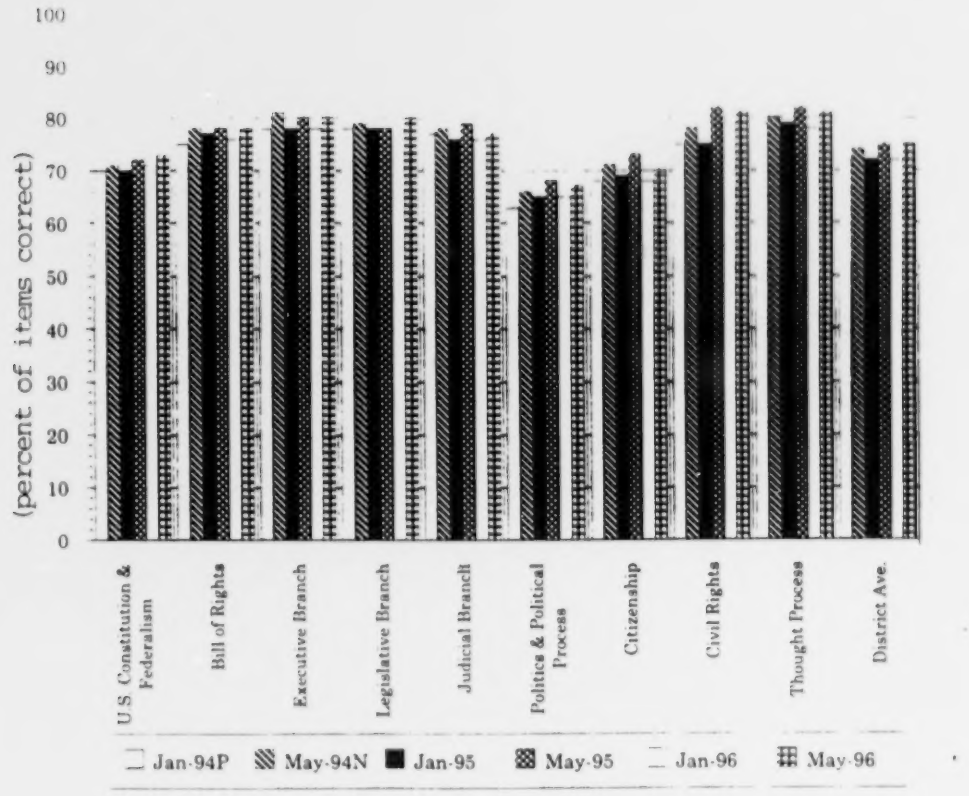
MAY 96N: The test was finalized and administered during May 1996.

Government

The district-wide average for the senior Government test ranges between 72% and 75% as of May, 1996. 62.9% of students taking the test in May, 1996 achieved 70% or better.

TABLE 11

GOVERNMENT



Strand	Jan-94P	May-94N	Jan-95	May-95	Jan-96	May-96
U.S. Constitution & Federal	70	71	70	72	71	73
Bill of Rights	75	78	77	78	76	78
Executive Branch	78	81	78	80	78	80
Legislative Branch	78	79	78	78	78	80
Judicial Branch	77	78	76	79	76	77
Politics & Political Process	63	66	65	68	65	67
Citizenship	68	71	69	73	68	70
Civil Rights	75	78	75	82	79	81
Thought Process	79	80	79	82	78	81
District Ave.	72	74	72	75	72	75

JAN 1994P: The test was piloted in January 1994 (interpret with caution)

MAY 94N: The test was finalized and administered in May 1994

Economics

The Economics Objective-Based test is the Joint Council on Economic Education's Economic Literacy Test. The district average is 67.3%. In May, 1996, 46.0% of students taking the test achieved 70% or better. Teacher item analysis of these results indicated some objectives had not been adequately covered and other objectives needed more explanation, practice and review. Every effort was made in the Fall of '96 to correct this situation. Results from the January '97 test will show whether this was accomplished.

Central Academy

Achievement levels for students enrolled in AP courses at Central Academy exceed both state and national norms in every instance.

TABLE 12
Central Academy AP Scores

	Mean Score	Percent of Students Scoring At or Above the Mean
Central Academy - European History	**3.38**	**92**
National-European History	3.01	71
Iowa-European History	3.18	81
Central Academy - U.S. History	**3.82**	**92**
National-U.S. History	2.88	60
Iowa-U.S. History	3.12	66
Central Academy - AP Comparative Govt.	**3.19**	**80**
National-Comparative Govt.	2.88	62
Iowa-Comparative Govt.	2.58	48
Central Academy - Economics Macro	**3.86**	**94**
National-Economics Macro	2.97	60
Iowa-Economics Macro	3.59	80

Social Science Total Exams

1996 Social Science Test Scores Desegregated According to Gender and Minority Status

ITED

Females score higher on the average than males on the Social Studies section of the ITED. The comparatively low score for minority students is of concern.

Table 13: Percent of Students Scoring on Grade Level (50th Percentile) or Higher
ITED, February 1996; National Student Norms

Strand	All Students	Females	Males	Non-Minority Students	Minority Students
Vocabulary	64.6	64.9	64.2	71.9	39.0
Content area Reading	71.1	76.4	63.3	75.9	53.9
Reading Total	69.6	72.3	65.8	76.3	46.1
Expression	66.7	71.3	60.0	70.2	54.8
Quantitative Thinking	71.5	70.'	73.6	77.8	49.5
Core Total	68.6	70.4	65.9	74.2	48.5
Literary Materials	70.8	75.2	64.6	74.7	57.7
--> SOCIAL STUDIES	**68.1**	**69.3**	**66.3**	**74.9**	**44.8** <--
Science	74.4	76.4	71.6	79.3	57.1
Sources of Information	64.4	66.7	61.3	70.5	43.3
Composite	70.5	72.7	67.4	76.9	47.4

Elementary Objective-Based Test Scores

Females also scored higher than males on the Grade 4 test. Scores for Grade 3 and 5 are extremely close. Minority achievement is low, particularly at Grade 5.

Table 14: Social Science Elementary Objective-Based Tests Desegregated by Gender and Minority

	% ≥ 70% All Students	% ≥ 70% Females	% ≥ 70% Males	% ≥ 70% Non-Minority	% ≥ 70% Minority
Grade 3	71.8	71.5	72.2	75.7	58.2
Grade 4	76.0	77.0	74.9	79.6	62.3
Grade 5	52.1	51.5	52.8	57.6	34.2

High School Objective-Based Test Scores

Females scored somewhat lower on all Social Science objective-based tests at the high school level. However, the greatest discrepancy exists between non-minority and minority students. Future planning recognizes and will address these needs.

Table 15: Social Science High School Objective-Based Tests Desegregated by Gender and Minority

	% ≥ 70% All Students	% ≥ 70% Females	% ≥ 70% Males	% ≥ 70% Non-Minority	% ≥ 70% Minority
World History S1 (re-pilot)	44.6	43.8	45.4	48.4	28.1
World History S2	44.2	42.6	45.8	46.9	31.9
CC World History S1 (re-pilot)	70.5	65.5	76.0	67.8	83.3
American History S1 Pilot	34.5	31.9	37.3	36.8	24.3
American History S2	59.1	56.0	62.3	61.7	46.5
Economics Form A	37.2	34.1	40.6	39.8	21.6
Government	62.9	61.9	64.0	68.0	43.9

Classroom Observations

Classroom observations indicate a wide variety of teaching strategies are being used by individual teachers across the district. An increase in use of technology is also observed. All social science teachers must increase, when appropriate, the use of technology as training and equipment become available. All Social Science teachers need to continue to implement new teaching strategies and delivery systems to energize the curriculum, motivate students and increase the level of achievement. Greater emphasis on teaching the instructional objectives for each course and developing student learning activities and experiences to achieve these objectives is necessary.

North Central evaluators are impressed with the experience of the staff and the number who have obtained master's degrees. Frequent recommendations include less lecture and more hands-on experience, greater diversity in strategies and techniques, greater use of technology and greater involvement in Social Science professional organizations, conferences and workshops. Diminishing Phase III funds and the limited number of substitute teachers available discourages this involvement.

Elective Courses

One indicator of "customer satisfaction" is the number of students who choose to enroll in Social Science elective courses. Enrollment has increased partly due to the popularity of Psychology and International Relations and the addition of African American Studies. The department reviewed the elective offerings during the 1994/95 school year when instructional materials for these courses were up for adoption. The department continually analyzes this portion of the social science curriculum and adds and deletes elective courses to meet the interests and needs of students.

Enrollments - Social Science Elective Courses - School Year 95/96

Course	# of Students Enrolled - Fall '95	# of Students Enrolled - Spring '96
Psychology	270	583
Sociology	203	331
Anthropology	39	83
Current Issues	65	109
Law and Issues	126	176
International Relations	39	69
Advanced Placement Comparative Government	44	43
Advanced Placement Macro-Economics	21	82
Advanced Placement American History	80	80
Advanced Placement European History	190	190
Advanced Placement Psychology	38	68
World Civilizations	113	105
African American Studies	120	124
Street Law	42	76
Theory of Knowledge	24	49
TOTAL	1414	2168

Outcomes and Accomplishments

Evidence of improvement in student achievement has been discussed and cited. Other accomplishments are discussed in the following reports:

1. Report of Accomplishments Relative to the 1994/95 Supervisor's Responsibility Statement
2. Accomplishments Based on Needs and Future Plans Identified in the 1993 Report

Needs of the department, in order to better meet the district's mission statement, are described in the Future Planning section of this Program Evaluation Report.

Report of Accomplishments Relative to the 1994/95 Supervisor's Responsibility Statement

Objectives:
Weight (%)

40% 1. Assist the staff in delivering a worthwhile, challenging Social Science program to all students K-12 including appropriate in-service.

Background and History:
Ongoing responsibility -- job description.

Activities Conducted:

a. Social Science In-Service
   (1) 8th grade Civics -- August
   (2) World Geography -- August
   (3) World Geography Technology Training -- six sessions throughout school year
   (4) Grades 3-4-5 -- August
   (5) August and March In-Service sessions on topics related to curriculum
b. Evaluated, supervised, coached teachers new to the district, subject area or grade level or at the request of the staff member or building principal.
c. Monitored the implementation of the new Civics and World Geography curriculums Grades 6-7-8.
d. Communicated with teachers, curriculum specialists and building principals at all grade levels on a regular basis to share information regarding new materials, new trends in Social Science, new programs and the status of national goals in Social Science areas. Encouraged staff to attend ICSS, Law Related Education workshops, National Conference Geography Education, Geography Alliance workshops, Global Education Conference and other curriculum-specific workshops and conferences.
e. Supported and assisted with Close Up, History Fair, Geography Bee, World Food Prize and other social science opportunities for students.
f. Worked with Architects in Education to develop student book on Des Moines architecture.

Accomplishment of Objective:

a. Monitored successful implementation of World Geography and Civics program.
b. Selected new instructional materials for International Relations, Anthropology, Law and Issues, Street Law and Current Issues which are Social Science electives at the high school level.
c. Began selection of course objectives and instructional materials for Psychology, Sociology and African-American Studies.

d. Made classroom visitations and observations to evaluate and assist teachers new to the district or at the request of the building principal.
e. Served on Moulton School Team.
f. Continued to encourage and support use of technology as an instructional tool in all areas of Social Science.

15% 2. Monitor and evaluate the effectiveness and success of the current Social Science programs
K-12 including the piloting and analysis of criterion-referenced tests Grades 3-12.

Background and History:
The level at which students are mastering the established curriculum is measured by criterion-referenced tests in all required Social Science courses at all grade levels.
Activities Conducted:
a. Piloted grades 3-4-5 criterion-referenced tests.
b. Piloted Semester I and Semester II World History test.
c. Piloted Semester I and Semester II American History test.

Accomplishment of Objective:
Tests are under development, ready for pilot or finalized according to the test development and implementation schedule. Results are continuously analyzed to improve teaching strategies and techniques to assist students in achieving at the 70% level established by the district.

20% 3. Monitor the implementation of new instructional materials and technology and develop criterion-referenced tests for Grades 6-8.

Background and History:
New instructional materials were purchased for Grades 6-7-8 in the fall of 1994. New technology, both hardware and software, was also purchased for the World Geography program grades 6-7 in the fall of 1994.

Activities Conducted:
a. In-Service was held in August provided by the publisher's curriculum specialists or authors in use of the materials.
b. Six technology in-services were held during the school year to train teachers in use of the hardware and software, one teacher per building.
c. In-service was held in June, 1995 to allow one teacher trained in the technology to train another. Both teachers were required to develop lesson plans to be shared with all teachers using the software for instructional purposes.

Accomplishment of Objective:
a. Twenty teachers are now trained in use of the hardware and software purchased for the World Geography program.
b. A notebook of lesson plans for using this technology as an instructional tool is now available for use by all World Geography teachers.
c. All World Geography teachers have been trained in use of the print instructional materials which make up the program.
d. All grade 8 teachers have been trained in use of the instructional materials which constitute the Civics program.

Future Action to be Taken:
Criterion-referenced tests to measure achievement in Grades 6-7-8 will be developed during the 1995-96 school year.

10% 4. Revise curriculum and select new instructional materials for high school Social Science elective program including a possible new interdisciplinary course for Grade 9.

Background and History:
The Social Science elective program is on the regular cycle for curriculum revision and new materials adoption.

Activities Conducted:
a. New instructional materials were selected and course outlines revised for Anthropology, Current Issues, Law and Issues and Street Law.
b. An extensive kit of artifacts was purchased for use in the Anthropology program.
c. State-of-the-art hardware was purchased for use in the Law and Issues program at East.
d. Extensive software was purchased for review and use in the Law and Issues and Street Law programs.

Accomplishment of Objective:
a. Course outlines were revised and new instructional materials and technology were purchased for the Social Science elective program including Anthropology, Current Issues, International Relations and Law and Issues.
b. The development of a new interdisciplinary course for Grade 9 remains in the developmental stage.

Future Action to be Taken:
a. Demonstrations and in-service in use and application of the technology purchased for Law and Issues will be provided for interested staff across the district.
b. Development of an interdisciplinary course for Grade 9 will be continued with interested staff during the 1995-96 school year.

5% 5. Complete implementation and maintain and enhance the district's Conflict Resolution program including evaluation.

Background and History:
The Board of Directors established Board Goal 2:1 which called for implementing beginning in the fall of 1991 a Conflict Manager Program for K-12 students. Since 1992, 39 elementary, 10 middle and 4 high schools have been trained in the program.

Activities Conducted:
a. Trained Mann and Adams staff in the Conflict Resolution program.
b. Arranged, supported and monitored training for elementary, middle and high school student conflict managers upon request.
c. Implemented, along with Heartland AEA, four half-day workshops for Conflict Manager Coordinators.
d. Worked with East High staff in developing a Diversity Training for students as a first step in resolving or managing racial/ethnic/gender/economic status conflicts.
e. Assisted in establishing a Safe Schools Coordinating Council for the district which is made up of representatives from all groups within the district involved in Conflict Management/Resolution and interested and involved community members.
f. Supported the Peer Court program at Hoyt.

Future Action to be Taken:
a. Continue to support and enhance the program and provide training for students and staff new to the program.

b. Continue to provide ongoing activities for staff to maintain, enhance and update the program.
c. Develop and implement a comprehensive evaluation to determine the effectiveness of the program.

5% 6. Implement the Global Youth Institute, Summer 1995.

Background and History:
The Des Moines Public Schools and Friendship Force cooperatively initiated in 1991 an international summer institute for high school students to create a community of international learners who cooperatively investigate and seek solutions to problems of global consequence.

Activities Conducted:
a. The Institute for 1995 has been planned, organized and promoted.
b. Participants have been selected -- 21 international students and 11 Des Moines students.
c. The daily schedule of activities has been established.

Future Action to be Taken:
Implement and evaluate the Institute -- July 10-28, 1995 in Des Moines.

5% 7. Work with various community organizations which provide learning experiences beyond the classroom and enhance learning in the Social Science program.

Background and History:
The Des Moines community serves as the laboratory for major components of the K-12 Social Science program. It is beneficial and necessary to form collaborative community relationships which provide learning experiences for students and staff beyond the classroom.

Activities Conducted:
a. Cooperated with Law-Related Education Department at Drake to provide worthwhile staff and student workshops.
b. Collaborated with the Architects in Schools Association to develop a unit on Des Moines architecture for the Grade 3 Des Moines Unit.
c. Cooperated and collaborated with a wide variety of community organizations such as the Jewish Federation, the Polk County Historical Society, Iowa Historical Building, Living History Farms, Iowa Sister States and the Iowa Global Education Association to provide learning experiences for students and staff.

Future Action to be Taken:
Continue collaboration and cooperation with a wide variety of community organizations to provide learning experiences for students and staff which support and enhance the Social Science curriculum.

Accomplishments Based on Needs and Future Plans Identified in 1993 Report

The "Future Plans" section of the 1993 Report listed the following goals or concerns. What has been accomplished relative to these concerns is described under each item.

1. Revise the curriculum and select new instructional materials for middle school and high school Social Science elective program.

   Response: Objectives were revised and new instructional materials were selected for Grades 6/7/8 for the Fall of 1994; Anthropology, Current Issues, International Relations and Law and Issues for the Fall of 1995; and Psychology, Sociology and African American Studies for the Fall of 1996. All Social Science instructional objectives, course outlines and objective-based tests have been revised and new instructional materials were purchased in the last five years.

2. Collaborate with the implementation of an Early Childhood program and cooperate with other disciplines in integrating the curriculum at elementary and middle school.

   Response: The department was involved in selecting and supporting objectives for the K-2 Early Childhood curriculum. The department also worked with and supported elementary schools who are designing curriculum and implementing multi-age classrooms and middle schools who are developing interdisciplinary units.

3. Improving student achievement by working with staff to analyze test results, determine the problem and design and disseminate the necessary reteaching strategies and materials and develop alternative assessment procedures. New objective-based tests have been or will be developed to measure what students are learning of what we are teaching. The department will work hard to achieve as rapidly as possible the 70% mastery level established by the district. Analysis of the objective-based tests results will allow us to determine what needs to be done in order to achieve that level of competence.

   Response: Objective-based tests for elementary, World History, American History, Government and Economics were revised. The district-wide average of 70% mastery was achieved in Grades 3 and 4; Semester II American History and United States Government.

4. Energizing and revitalizing the social science curriculum by encouraging the implementation of delivery systems designed to challenge different learning styles. Lack of time for social science at the elementary level impacts teacher ability to do the special "hands on" projects and interactive activities which address this need and make social studies interesting and exciting.

   Response: Social Science in-services have presented different delivery systems and learning activities as have Phase III Staff Development courses. The elementary time allotment for Social Science has not changed, but integration of the curriculum in multi-age classrooms has provided more challenging learning experiences.

5. Seek, develop and provide effective and challenging staff development and in-service opportunities for K-12 staff as they evaluate their own performance and success in a diverse and rapidly changing school, community and society.

   Because elementary teachers are responsible for the entire elementary curriculum, it is very difficult for them to be an "expert" in every discipline. Quality in-service and/or staff development can ensure the most important concepts, skills, knowledge and behaviors are taught and learned.

   Funds to pay for teacher time or district-wide released time is needed to support in-service and staff development. The addition of Martin Luther King Day as a potential in-service day and the four half-days of release time at the secondary level are positive steps in responding to this need. Teachers should be encouraged to take advantage of staff development and in-

service opportunities both inside and outside the district such as attending state, national and international educational conferences, workshops and living experiences. Motivators to encourage teachers to apply what they have learned in a variety of Effective Teaching course offerings need to be found and implemented including strategies and techniques to motivate students.

Response: Phase III funds were used to in-service Grade 6/7 teachers in the use of technology and Grade 8 teachers in becoming more knowledgeable about state and local government and designing challenging learning activities to motivate students. A Curriculum Guide was developed for Grade 5 to assist teachers in selecting the most important concepts, skills and information that needs to be taught at that grade level. Some schools have utilized collaborative time to develop quality teaching units to meet the needs of all students. Some Social Science teachers have attended state, regional and national Social Science conferences with financial support from building Phase III funds and the Supervisor's travel account.

6. To encourage and assist the development of interdisciplinary units and increased integration of the curriculum whenever appropriate particularly in Early Childhood and Middle School.

Response: The department did provide support and assistance to the K-2 Early Childhood program, the development of curriculum for multi-age classrooms and interdisciplinary units and activities at the middle school level.

7. Encourage the acquisition of equipment and provide training for the use of technology for both students and staff in all social science classrooms. The process has begun at the high school level but should be expanded. Programs at the middle and elementary level are extremely limited.

Response: A teacher's work station was equipped with "state-of-the-art" technology and curriculum-related instructional material in the Social Science department of each middle school. The International Relations classroom at Lincoln High School was provided the necessary equipment and software to support the ICONS program, an integral part of that curriculum. The Social Science Law and Issues team room at East High School was similarly equipped and appropriate instructional material purchased for World History and Law and Issues. Teachers received some training and support in the use of this equipment and materials. Social Science software has been purchased to support elementary classrooms where technology is available.

FUTURE PLANNING

To respond to the needs identified in this report and the District Improvement Plan, future focus, emphasis and plans for the Social Science Department include:

1. Continue to analyze all measurements of student performance and achievement to determine even more effective delivery systems, instructional materials, teaching activities and learning experiences to assist all students in increasing their level of achievement, particularly minority students.

2. Continue to negotiate for increased time for Social Science by extending the school day and/or the school year, redesigning time allotment..

3. Support and assist in the appropriate use of technology to improve teaching and learning in the Social Science curriculum K-12.

4. Maintain at whatever level possible the Social Science Supplemental Materials Budget to purchase the instructional materials necessary to keep the curriculum current and assist with materials necessary for integration. (Necessary amount = $10,000)

5. Seek funds and opportunities to provide effective Social Science in-service and staff development at all grade levels. A portion of Eisenhower funds now available to Math and Science will become available to other disciplines beginning in the 1997/98 school year.

6. Develop effective Curriculum Guides for grade levels and courses that need focus. Develop and include remediation and enhancement learning activities to improve student achievement. Guides for Grade 4 and Current Issues are planned for the fall of 1997. (Estimated cost = $2,700)

7. Support and assist the development of curriculum for multi-age classrooms, integrated units in middle school and interdisciplinary courses in high school. (Estimated cost = $3,600)

8. Continue selection and integration of notable children's literature at the elementary level and encourage and support use of appropriate literature in Social Science courses at all grade levels. (Estimated cost = $8,600)

APPENDICES

A. Conflict Manager Program

B. International Programs

C. Global Youth Summary Report

APPENDIX A

Conflict Manager Program

The Supervisor coordinates and facilitates the district's Conflict Manager and Conflict Resolution Programs. Responsibilities include facilitating Conflict Manager Training for high school students and staff, elementary students and staff and training students and staff in the Conflict Manager Program and Conflict Resolution Curriculum. Training is frequently done in collaboration with Heartland Area Education Agency.

Maintaining this program is an annual effort and expense. Funding is provided through Drug Free Schools accounts.

In 1996/97, students from all Des Moines high schools were trained in October and November. Conflict Manager Building Coordinators received advanced training in Group Conflict Management and the Orchard Place staff was trained in the Conflict Manager Program in December. Conflict Manager Coordinator Network Meetings for elementary and secondary were held in December.

Currently, all high schools, eight middle schools and over-half of the elementary schools have some form of Conflict Manager or Conflict Resolution Programs. This involves approximately 900 students who serve as Conflict Managers in their buildings. The High School Coordinators meet regularly to plan training, discuss and evaluate the program and develop additional opportunities for participants in the program.

A comprehensive survey/evaluation of the scope and effectiveness of this program will be done Spring, 1997.

APPENDIX B

International Programs

The Des Moines district currently has three very successful International Programs: the annual elementary/middle school exchange with Kofu, Japan; a high school exchange between Lincoln High School and Thomas Jefferson High School in Nacaulpan, Mexico; and the Global Youth Institute (Appendix C).

Each year, 24 elementary/middle school students and four staff members visit Kofu in March. In August, elementary, middle and high school students from Kofu visit Des Moines. This marks the 16th year for this program. Over 350 students and 64 staff members have spent three weeks in Kofu attending school, living with a host family and visiting historical sites and attending cultural events. A teacher's program provides the opportunity for Des Moines teachers to teach in Kofu. Approximately 15 Des Moines staff have participated.

The Lincoln Exchange with Nacaulpan, Mexico began ten years ago. Approximately 20 students from Nacaulpan attend Lincoln High in October and 10-15 Lincoln students have an international living experience in Nacaulpan in March.

In addition to the Supervisor, two teacher facilitators, one for the Kofu program and one for all High School International Programs, work with and are responsible for these programs. These facilitators receive an annual stipend of $1,500 and $2,000 respectively.

The combined Kofu, Nacaulpan and Global Youth Institute programs have impacted the lives and provided an international living experience for over 650 students and 100 staff members.

An International Education Advisory Committee, comprised of both district and community members responsible for or interested in International Education, supports and advises the district's initiatives in International Education.

APPENDIX C

Global Youth Institute

The Global Youth Institute is a collaborative effort of the Des Moines Public Schools and the Greater Des Moines Friendship Force. It was begun in the summer of 1991 and was held in Des Moines three summers and in Germany, Australia and Austria in alternate years. Approximately 20 Des Moines students participate each year.

Friendship Force is responsible for home hosting the 20 international students and arranging social and recreational activities. The Des Moines Schools are responsible for planning and implementing the academic program.

The program is supported financially by gifts from the Des Moines business community solicited by Friendship Force and a nominal tuition fee charged the participants.

The following summary of the 1996 Institute describes the program in more detail.

1996 SUMMARY REPORT

Location

The Global Youth Institute was held in Austria, June 29 through July 20, 1996. During the first two weeks, participants were home-hosted by Friendship Force members and others in Krems, Austria and the surrounding area. The third week, the Institute moved to Grossperholtz, a village in upper Austria, where all participants were housed in a local Youth Hostel.

Participants

Forty-four students participated from ten countries. The countries represented included Austria (6), Germany (2), Russia (4), France (1), Brazil (2), Australia (3), Taiwan (3), the Philippines (1), Ireland (1) and Des Moines (21).

There were seven staff members; two from Austria, one from the Philippines and four from Des Moines. Christa Heisler from Krems Friendship Force served as coordinator of the program in Krems and did a masterful job of arranging hosting, guest speakers, field trips, social events and two school sites for the academic program in Krems. She coordinated with Dr. Rank in Grossperholtz who facilitated the program there which again included guest speakers, field trips, a school site and social functions. Dr. Rank's involvement contributed greatly to the success of the program in Grossperholtz.

Program

A. Academic

Topics discussed in a variety of ways included the Environment, Human Rights, Independence Movements, Welfare Systems, European Unity, International Organizations, Cross-Cultural Communication, Political and Economic Systems of the countries involved, the History of Krems and Austria and Conflict Resolution. These topics were approached through discussion, simulation, role-playing, field trips and guest speakers. Students were required to give a country report on their particular country which included geography,

history, customs and traditions, current problems, the political and economic system and education programs for that country.

The culminating activity designed to draw the entire experience together was an "Assembly of Nations" during which individual students developed and presented proposals they felt would make the world a better place which were then debated and either passed or rejected by the entire group. A copy of the outcome of this activity is enclosed.

B. Field Trips

Participants, as a group with a guide, visited famous historical monasteries and churches in the area, a small concentration camp and the historical city of Durnstein. They also took a walking tour of Krems, visited a chemical plant, a crystal factory, a paper mill (at which they actually made paper), a moor, a military camp (which was training U.N. forces), a winery and famous and historical sites in Vienna.

C. Activities and Social Functions

The city of Krems welcomed us with a Mayor's Reception at which students in local costume danced traditional folk dances accompanied by a flute ensemble. The Fire Department of Krems, along with Friendship Force, sponsored a picnic which included boat rides on the Danube. There was a volleyball game against a local team in Krems and a soccer game against a local team in Grossperholtz. Other activities included swimming, tennis, attendance at several festivals, hiking and a 4th of July party.

Evaluation

Out of 41 students who turned in the evaluation form, 26 rated the experience excellent, 14 rated it good and 1 o.k. No one ranked it as a fair or poor experience.

Comments from students, both in personal letters afterward or on the evaluation form, made comments such as "It was the best three weeks of my life," and "My new circle of friends have touched my heart, soul and life in a way no other has before."

Comments from parents include "It was a wonderful experience for my daughter," "My son learned so much and gained so much as a result of this trip," "The students will have treasured memories for a lifetime and their eyes have been opened to the world."

The most common response on the evaluation form in answer to the question "What really made the Institute meaningful for you?" was "The people I met and making new friends." Other frequent comments included "My host family," "Contact with people from different countries," "Better understanding of other cultures and countries," "The discussions," and "Visiting lots of interesting places." Participants were also asked to make recommendations to "Make the Institute even better" which will be shared and utilized by the Planning Committee for next year's Institute. A frequent recommendation was more student involvement in both the planning and implementation of the program.

These evaluations verify that the goals of the academic program were met and the mission of Friendship Force was accomplished and the Institute in Austria was a meaningful experience for the participants.

Carol Brown, Facilitator
Global Youth Institute